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17. ABSTRACT (MAX. 250 WORDS)

Part-time work experience and modification of curriculum were designed to help prevent students from dropping out of school. Concern was focused on the satisfactory placement of students in full-time employment should they leave school. The program was coordinated by the Bureau of Guidance of the State Education Department. Financial assistance was granted in the state on a matching basis to enable communities to continue the project. The annual report covers all aspects of the program: pupils involved; facilities utilized; specifics, including classes taken, work experience provided, employing firms, and field trips; advisory council selection and participation; parental contacts; outcomes; comments by the students, teachers, parents, and employers; general comments; follow-up of the previous year's student participants; and expenditures. The program has demonstrated that potential school dropouts can be retained if offered a program especially designed to meet their educational needs. Appended are various records, forms, letters, and curriculum outlines utilized in the administration and promotion of the program.

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BOARD OF EDUCATION
BUFFALO, NEW YORK

SCHOOL TO EMPLOYMENT PROGRAM

DISTRICT PROGRESS REPORT
1962 - 1963

JOSEPH MANCH
Superintendent of Schools

GERALD B. LEIGHBODY
Deputy Superintendent

LOUIS L. GITIN
Assistant Superintendent
Pupil Personnel Services

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July, 1963

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Assistant Superintendent
Pupil Personnel Services

Progress Report

for 1962-63

describing

the

SCHOOL-TO-EMPLOYMENT PROGRAM

Conducted in Cooperation with the

NEW YORK STATE EDUCATION DEPARTMENT

Title of the Local Project: SCHOOL-TO-EMPLOYMENT PROGRAM

Popular Name if Different: STEP

Legal Designation of School District: Buffalo City School District

Address of School District: BOARD OF EDUCATION, CITY HALL, BFLO. 2, N. Y.

Local Coordinator of Project (Person in Charge of Project):

Name: Dr. Louis L. Gitin

Approved: _____ Date: _____
(Superintendent of Schools)

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HARVARD GRADUATE SCHOOL OF EDUCATION

I N T R O D U C T I O N

This is the second annual Progress Report on STEP (School-To-Employment Program). The program is designed primarily to prevent drop-outs by modifying their educational curriculum and providing work-experience; it is also concerned with the satisfactory placement of these students in full-time employment should they leave school.

STEP is coordinated by the Bureau of Guidance of the State Education Department. The State grants financial assistance on a matching basis to enable communities to continue this special project. In 1962, the legislature amended the Education LAW to permit school districts to establish school-to-employment programs. The Regulations of the Commissioner of Education governing STEP were approved by the Board of Regents.

The format for this report is patterned from the structure recommended by the Bureau of Guidance.

BOARD OF EDUCATION
BUFFALO, NEW YORK

District Progress Report
School To Employment Program
1962-63

A. PUPILS

1. From whom do the initial referrals of pupils for STEP come?

   Recommendations from the Guidance Counselors, Assistant Principals and principals, Teachers and self referrals by students.

2. What criteria (e.g. I.Q., school achievement, attendance, deportment, economic need) are used in the selection of pupils for STEP, other than the prospect of dropout? For each of these criteria, what standard (e.g., minimum I.Q. 75) is applied in determining inclusion or exclusion?

   See Appendices A and B for Prediction of Early School Leavers and Checklist Form.

   NOTE: Each student must meet at least five areas of the selection criteria. (Minimum I.Q. is 75)

3. Who makes the final decision on the selection of pupils for STEP?

   Final decision on candidates is made by the principal in conference with the Teacher-Co-ordinator.

4. What is the total number of pupils who received some STEP training during the school year?

Unit	I	Fosdick-Masten Vocational High School	17
Unit	II	Lafayette High School	18
Unit	III	Genesee-Humboldt Junior High School	24
Unit	IV	East High School	20
		Total.....	79

B. FACILITIES

1. Does the Program have a special office exclusively for its use?

Unit	I	Fosdick-Masten Vocational High School	Yes
Unit	II	Lafayette High School	Yes
Unit	III	Genesee-Humboldt Junior High School	No: Shares office with Project Able
Unit	IV	East High School	No: Shares office with the custodian

2. Is the teacher-coordinator provided with a telephone?

Unit	I	Yes
Unit	II	No
Unit	III	No
Unit	IV	Yes

3. Are there any special features about the facilities provided that help or hinder the operation of the program in any particular way? If so, give details.

Unit I — Facilities are adequate to meet the needs of the program. However the room has moveable desks which, when arranged in a circle, help to provide a different appearance from the ordinary classroom. Moreover, the room is so situated that it permits absolute privacy for individual counseling and parent interviews.

Unit II — Facilities tend to be somewhat inconvenient and not too readily accessible for students or convenient to office records. Office is located in a remote area.

Unit III — Office is not too suitable for satisfactory individual counseling or parental conferences, resulting from the sharing of the office and its proximity to the clinic.

Unit IV — The sharing of the office is not an ideal arrangement for satisfactory individual counseling or parental conferences.

However, Units III and IV are convenient to the main office and accessible to records.

C. PROGRAM

1. Instructional program

a. How many periods a week does each STEP group meet with the teacher-coordinator?

Five periods each week per unit.

b. Are the group sessions with the teacher-coordinator devoted exclusively to work orientation? If not, what other types of instruction do they include?

No.

Academic Relationships, Career Planning; Personal Inventory, etc.

NOTE: Please consult Appendix C for outline of instructional program.

c. List all topics covered by the teacher-coordinator in the group sessions. Indicate materials considered especially useful.

Please consult Appendix D for topics covered under this item.

d. How many periods a week does each STEP group spend in the regular school program?

Each STEP group spends 15 periods in the regular school program.

e. List all regular subjects taken by STEP pupils.

Algebra

Art

Basic Art

Basic Math

Biology

Economic World

English I, II

General Art

General Business

General Science

Remedial Reading

Shop I, II

Tech Math II

Tenth Year Math

World History

2. Work Experience

a. How many periods a week are STEP pupils at their work stations while school is in session?

STEP pupils are at their work stations 15 periods a week while school is in session.

b. Provide information on all work stations in school and other public employment

(SEE FOLLOWING PAGE FOR INFORMATION)

b. Work station in School and other Public Employment.

NAME OF EMPLOYING AGENCY	JOB TITLE	NUMBER OF PUPILS	
		Boys	Girls
1. Buffalo Board of Education			
a. City Hall	Mail Clerk	1	
b. " "	Audio-visual Helper	1	
c. East High School	Cafeteria Helper	1	
d. Emerson Vocational High School	Cafeteria Helper	1	
e. Fillmore Junior High	Library Helper	1	
f. Fosdick-Masten Vocational High School	Library Helper		1
	Office Aid		1
g. Genesee Humboldt Junior High School	Library Helper	1	
" " " "	Cafeteria Helper	1	
h. Seneca Vocational High School	Cafeteria Helper	1	
i. School #12	Office Aide		1
j. School #36	Office Aide		1
k. School #85	Office Aide (M.T.W.)		1
l. School #73'3 Dental Hygienist	Dental Assistant		1
m. Warehouse	Labor Helper	1	
* * * * * * * * *			
2. Delaware Labor Center	Labor Helper	4	
3. Hennepin Park Community Center	Recreation Aide	1	
4. Humboldt Green House	Greenhouse Laborer	2	
5. Jubilee Recreation Center	Junior Recreation Aide	2	
6. Neighborhood House #1	Junior Recreation Aide	1	
7. Police Athletic League (PAL)	Junior Recreation Aide	2	
a. Austin P.A.L.	Junior Recreation Aide	2	
b. Carnivale P.A.L.	" " "	2	
c. Jefferson P.A.L.	" " "	2	
d. Kensington P.A.L.	" " "	1	
e. Spruce P.A.L.	" " "	1	
8. Police Headquarters	Office Aide	2	3
9. Senior Citizens Centers			
a. Kensington Heights	Junior Recreation Aide		1 (TH,F.)
b. Lakeview	" " "		1
c. Richard Carnival	" " "		1
d. Richmond	" " "		2
e. Riverside Park	" " "		1

c. Work stations in Private Employment.

NAME OF EMPLOYING FIRM	JOB TITLE	NUMBER OF PUPILS	
		Boys	Girls
1. Sears Roebuck Company	Stock-room Boy	1	
2. Delgato's Restaurant	Bus Boy	1	
3. Firestein Delicatessen	Delivery Boy	1	
4. Kenmore Mercy Hospital	Nurse's Aide		2

NOTE: Most students were involved in job rotation.

2. d. What criteria, if any, were established for acceptance of a work station as appropriate for STEP pupils?

Criteria for acceptance of work station are reported in Appendix E.

e. For approximately how many weeks on the average are pupils employed? What is the smallest number of weeks of employment for a pupil? The largest number? In addition, list this information for pupils in the program at least 20 weeks.

Average number of weeks pupils were employed 35
Smallest number of weeks pupils were employed 2
Largest number of weeks pupils were employed 37
Those in program at least 20 weeks are as follows:

Unit I	14
Unit II	15
Unit III	16
Unit IV	16

f. On the average, about how often was each work station visited by the teacher-coordinator for pupils at a work station for 4 weeks or less? - for more than 4 weeks?

1) Once a week during the first four weeks.
2) Once a week during the first four weeks and twice a month thereafter.

g. About how often is each pupil rated by his employer for STEP purposes? What characteristics are rated?

Once a month. Each pupil is rated by his employer.
The rating sheet by employers is to be found in Appendix F.

3. Specify staff positions assigned to STEP, as follows:

Position	Number Full Time	Number Part-Time
Regular Teachers (all pupils are in the regular school program)		12*
Guidance Counselors		4
School Psychologists		9
Remedial Reading Teacher		1 (Unit III)
STEP Teacher-coordinators	4	
OTHER		
Attendance Teacher		
Visiting Teacher		
Psychiatrist		
Nurse		
Doctor		

NOTE* All of these people have been assigned to STEP and were utilized at various times in the STEP program when the need arose.

4. List the areas of education for which the teacher counselor is certified.

Unit I	Social Studies;	Secondary Principalship and Supervision
Unit II	Social Studies;	Guidance
Unit III	Social Studies;	Guidance
Unit IV	Social Studies;	Guidance

5. What criteria were used in assigning staff members to STEP?

Each step coordinator was selected on the basis of demonstrated success as a teacher; sensitivity to the needs and interests of children; good working relationships with teaching colleagues and administrators and parents; guidance-oriented approach; a knowledge of the world of work and experience in job placement.

6. Describe the manner in which educational specialists (psychologists, guidance counselors, etc.) assist STEP students and the number of students who received service from each specialist.

All students in the STEP program were examined by the school Doctor and Nurse before being accepted. Here deficiencies in hearing and the need for dental work were discovered and the teacher-coordinators were informed of these medical data. Some pupils were given limited working papers which were not renewed unless the necessary health care was secured. The nurse informed the pupils of the clinics where they could receive the necessary assistance.

Specialists were used as resource persons when the teacher presented certain topics. Referrals were made to the educational specialists when pupils exhibited a need for them.

Number of pupils who received services of the Specialists were:

Nurses and Doctors	79
Psychologists	14
Remedial Reading Teachers	39
Visiting Teachers	7
Guidance Counselors (Unit I)	17

NOTE: Coordinators in Units II, III, & IV, being qualified guidance counselors, counseled the students themselves rather than refer them to the guidance counselors in the schools. They shared guidance data.

7. List all field trips taken. How were experiences on these trips related to the orientation sessions?

a. Buffalo and Erie County Library (New)
b. Buffalo Forge Company
c. Buffalo General Hospital
d. Chevrolet Plant - Delaware Avenue
e. Chevrolet Plant - Tonawanda, New York
f. County Court
g. Continental Baking Company
h. Erie County Jail
i. Erie County Technical Institute
j. Federal Reserve Bank
k. Hotel Statler-Hilton
l. Kittinger Furniture Company
m. Niagara Apparel Company
n. Police Headquarters
o. Sattler's Department Store

b. Field trips were utilized to point out the variety of jobs available to the high school graduate as well as the limited range for the dropout. The pupils learned about jobs they wanted to investigate further. Several students seemed to have discovered the type of work they would like to prepare for e.g. nursing, sign painting, dental hygiene.

Orientation sessions lent themselves to the discussion of what had been observed as well as the advice which was given by various Personnel Directors. In addition, the occupational Exploratory Kit had a solid basis for value to the student.

Various job levels were observed. The pupil discovered the kinds of jobs they would not like. The presentation of what was expected by employers when an applicant appeared impressed the pupils and emphasized the problems of the dropout.

FIELD TRIP INFORMATION SHEET (See Appendix G)

8. Indicate the degree of cooperation with the local office of the New York State Employment Service.

The local office of the New York State Employment Service was helpful and completely cooperative when consulted.

D. ADVISORY COUNCIL

1. On what basis have members of your Advisory Council been selected?

An Advisory Council was established to assist and guide the program. This council consisted of representatives of labor, business, education, social agencies, youth organizations and employment services. The

2. What activities have been performed during the school year by the Advisory Council in helping the school to plan, develop, and evaluate its program?

1. Become familiar with all phases of the program.
2. Offer suggestions and comments.
3. View the program in action.
4. Build community acceptance of S.T.E.P.
5. Review the evaluations of the program and submit recommendations to the State.

The representative from business serving on the STEP Council expressed deep interest and concern for providing effective work-experience in private employment for students in the program. He arranged an important meeting with Personnel Managers of downtown retail stores so that they could be familiar with the objectives of the STEP Program and offer plans to utilize selective students in their respective business establishments. They are aware of the acute problem of unemployment in this area, but have pledged their support for the fulfillment of the STEP objectives.

E. PARENTAL CONTACTS

1. What steps were taken to secure the cooperation of parents?

An initial interview was arranged with parents by the teacher-coordinator.
Parents' Agreement Forms were signed. (See Appendix H)
Progress case reports were discussed with parents at conferences especially convened when the need arose.
Group Guidance Meeting for parents of all pupils in the STEP units were held. (See Appendix I)
Evaluations by parents were submitted through letters and standardized evaluation forms. (See Appendices J & K)

2. How regularly were parents informed of the progress of pupils in STEP other than through the usual school "report card" procedures?

Pupil Check cards were circulated once a month on the pupil's conduct, effort and work. This served as a basis for discussion during parental conferences.

3. What was the general reaction of parents to the program?

The general reaction of parents to the program was that it was very helpful in keeping the children in school. It improved their attitudes at home and gave them a better concept of the world of work.

4. On the average, for pupils in the program at least 20 weeks, how many home visits were made? - how many interviews were held at school?

a. On the average, approximately a total of 12 home visits were made for all the units. However, many contacts were made by telephone.

b. There were about 347 school interviews.

5. List the number of meetings provided for groups of STEP parents, the purpose of each, and the percent of families represented. Mention the use of staff specialists and other resource persons at the meetings.

Number of meetings held 5

PURPOSE: Meetings were designed to orient the parents and assist them in the vocational planning aspects of the program; to familiarize them with the functions of the school; to discuss special problems; to enable them to provide greater assistance in career planning for their children.

Percent of parents represented: About 60%

6. OTHER - none

F. OUTCOMES

1. Of the total number of pupils involved in STEP during the school year,

a. How many were removed from the program because of lack of progress?
b. How many were returned to school full-time on the basis of satisfactory progress in the program?
c. How many left the program specifically to accept full-time employment?
d. How many dropped out of school without assurance of full-time employment?

	UNITS			
OUTCOMES	I	II	III	IV
a.	0	0	3	0
b.	0	3	4	2
c.	0	0	2	1
d.	2*	0	1	0

*Note: Both girls left school because of illness at home. One girl secured a part time job in a hospital through the efforts of the co-ordinator. The other girl had to care for her invalid father, but may eventually return to school.

2. What comparisons were made between the 1962-63 STEP group and the control group? What were the principal results of these comparisons?

A comparative study between the Experimental and Control Groups of STEP was made. See Appendix L for details.

3. Were follow-up studies made of pupils who entered full-time employment and those who returned to the regular school program? If so, what were the main findings?

a. Follow up studies were made. The main findings were:
b. Of those who returned to the full school program satisfactory adjustments were made.
Of the three boys who were employed, 2 are still working.

4. How have actual outcomes differed from anticipated outcomes?

Actual outcome exceeded the original expectations. It was expected that fifty percent of the group would be non-dropouts. Now it appears that about 88.5% will remain in school.

5. a. The following evaluations were made of the STEP Program by employers, parents and teachers. These summaries were tabulated from report forms in Appendices F & K.

EMPLOYER EVALUATION (See Appendix F)

	Unit I	Unit II	Unit III	Unit IV	Total
Excellent	1	6	4	1	12
Very Good	11	1	7	8	27
Average	3	5	1	6	15
Below Average	0	1	1	1	3
Unsatisfactory	0	2	1	0	3
	15	15	14	16	60

PARENT EVALUATION OF PROGRAM (See Appendix K)

Excellent	14	1	13	13	41
Very Good	0	9	0	0	9
Good	1	5	1	3	10
	15	15	14	16	60

PUPIL CHECK CARD (Teachers)

Pupils were rated on Conduct - Effort - Work

Excellent	0	0	4	0	4
Average	13	13	8	13	47
Unsatisfactory	2	2	2	3	9
	15	15	14	16	60

5. b. The consensus of students, teachers, parents, employers, and work supervisors have been highly favorable. Their evaluations and comments on STEP indicate that significant changes in students' attitudes are developing.

The following comments made by STEP students reflect changes in attitudes and feelings toward the school, home and work.

STUDENT COMMENTS

"Now I know how hard it is to get a job without an education".

* * *

"I learned how to do different kinds of work - how to get along better with friends and most of all, you must have a good attitude or you will not get anywhere in life."

* * *

"STEP taught me what work is all about. It helped me to decide that I should stay in school."

* * *

"It has helped me to know what employers want from me".

* * *

"It showed me how hard it is to earn money and how easy it is to spend it."

* * *

"This is the first time I have passed my subjects."

* * *

"Step has done a lot for me. I have taken pride in myself: the way I dress, my make-up, how I speak. I can get along with older people now as well as with my family. I can accept criticism better."

* * *

"Step has shown me that the world of work is hard work. I get along better with my parents, my friends and in school. It has made me think more about getting a high school education."

* * *

"The program helped me make up my mind about school. I am going to finish high school."

* * *

"I feel I have grown up a lot in one year in STEP".

The following observations from teachers are significant in evaluating student progress.

TEACHERS' COMMENTS

"_____ attendance is excellent; she is always prepared...can be relied upon to keep at work until difficulty is overcome.. very well mannered."

* * *

"Her preparation is quite good, although she is hampered by difficulty with reading. Occasionally does surprisingly good work."

* * *

"Her personality has changed for the better since she has entered STEP program."

* * *

"Girls were more mature than the rest of the group. They show a marked improvement."

* * *

"Since being in the program _____ has shown improvement, does assigned work, is willing to cooperate and puts forth average effort."

* * *

"At first she was not as courteous as most, but has come around as the year progressed. She has done more assignments."

* * *

"Boy has more self-confidence as a result of STEP".

* * *

"Now he is interested in making something of himself. Within the limits of his abilities, he is sincerely trying his best."

* * *

"This boy is improving and he shows a good interest in his work."

* * *

The development of good work habits is a major objective of STEP. It is gratifying to note the progress of these boys in their work experience as indicated in the comments from their work supervisors.

COMMENTS FROM TEACHER-COORDINATORS

"His employers like him so well that they are keeping him on for the summer".

* * *

(Comments from Teacher-Coordinators - continued)

"His appearance and attitude have changed completely."

* * *

"Made steady and excellent progress in STEP all year."

* * *

"His employer is helping him to obtain summer employment."

* * *

"Before STEP, he was quiet and inhibited-- now, as a result of working with adults he has confidence."

* * *

"He and his parents felt STEP gave him a goal and confidence."

* * *

"The program has helped to give him the needed personal counseling and group attention which he required."

* * *

"He was assigned to work in a greenhouse and, as a result of this experience, he requested a transfer to the horticultural course and has been accepted."

* * *

"She was shy, insecure, almost withdrawn--- she lacked a definite goal and waited for the time she could quit. As a result of her experience at work, she became more sure of herself, was well-liked and began to assume responsibility."

* * *

"The program proved to her that she could succeed at work and at school."

* * *

"_____ continues to improve. We feel that she has shown interest in hospital work and a feeling of responsibility." **

* * *

"It seems to me now at the end of the year that she shows definite growth in personality, self-confidence and attitude toward work."

* * *

** Private Employment

PARENTS COMMENTS

"This program is a great value to our community. It has helped my daughter very much. I only wish it could be expanded because I think girls need what this program has as much as many boys who think about dropping out of school."

* * *

"I think this program has worked wonders with _____. She is better able to get along with other people. She has a better understanding of them. She has learned more about her dress and appearance than she did before. It helped her understand the value of money since she earned it herself. She helps more at home. Most of all it has given her a look at her future. Before she went into STEP she wanted to drop out. Last year she kept skipping school. This year she has not skipped once. She has all intentions of finishing school."

* * *

"I feel the program has helped her in many ways. She has much more self-confidence in her abilities. She is able to get out and mix with more people. She has found a goal to work towards. Her personality and her school work have greatly improved."

* * *

"I sincerely approve of the STEP Program. It helps to give the boys the feeling of responsibility of working and also gives them a chance to earn some money."

* * *

"Since my son started working, there has been a great improvement in his attitude toward life. He seems to be interested in many things and is always full of questions."

* * *

"It is wonderful to know that you have taken so much interest toward helping the boys in this program---we would like to thank you for this great program."

* * *

"STEP has done wonders for the boys - perfect! my son was going to quit school but now I know he will finish."

* * *

"I think this program is terrific - it kept him in school - he has his heart set on achieving his new goal."

(Parent's Comments - continued)

"I think STEP has helped my daughter quite a bit. By dressing better and taking care of things at home. Her manners have improved. It helped her handle money. STEP gave her a chance to know the importance of finding a job."

* * *

"STEP has been a great benefit to my son. He no longer complains about going to school, in fact, he seems to enjoy his hours spent in school. He has always been a shy person, reluctant to meet people. I have noticed since he has had his first job, he is much easier with people; persons his own age and older people. He has learned to budget money and save something out of every pay check. I no longer hear him talk about quitting school as soon as he can. I think this program is a very vital program, especially to those who have children who would probably drop out of school as soon as their age permitted them to.

* * *

"Since my son started working for STEP, there has been a great improvement in his attitude toward life. He seems to be interested in many things and is always full of questions."

* * *

"Program has helped my son immensely - for the first time in two years he is talking about going back to school, something he never wanted to do."

* * *

"STEP to me means the difference from a troubled, depressed boy to an awakened and full of hope young man --- STEP has given him renewed hope-- It seems to me that he now feels accepted and now is very enthusiastic about going to school next year...I cannot find the correct words to use to express my thanks to you (STEP coordinator) and those responsible for this wonderful program of STEP".

"STEP has helped my son a great deal. I have no trouble getting him up in the mornings anymore. I don't have to ask him twice to go to bed at night. His whole attitude changed toward his outlook of life. He talks a lot about the future now. He learned the value of money. He knows now what it takes to earn it now. He respects his elders more now too. In other words, his whole attitude has changed for the better."

* * *

EMPLOYER COMMENTS

"The other workers take an interest in these boys and encourage them to return to school for more education and a better job."

* * *

"These boys are as good as our regular full-time employees."

(Employer comments - continued)

"At the start--- he was encased in a protective shell. He seems now to be much warmer, more outgoing a person who gets along better with his fellow workers. An attitude of loyalty to his job has replaced his original one of apparent indifference."

* * *

"All agreed "We will be happy to participate next year - couldn't the program be continued during the summer."

* * *

"The STEP Program has proven beneficial to both the student and the employer."

* * *

"Gary did a very fine job. He seemed to learn the value of proper work organization and his work habits were satisfactory in almost all respects. I think the program should be carried on through the summer. We would be glad to cooperate with this program next year."

* * *

"We noticed a gradual improvement as the weeks went on."

* * *

G. PROBLEM

1. What have been the major difficulties encountered in the operation of the Project?

   Finding opportunities for private employment
   Stipends were deducted from Welfare recipients
   Patterns of academic failure were at times too deeply ingrained to effect changes in academic outlooks
   Difficulty in promoting interest in home study because of low parental expectations, impoverished cultural environment and lack of physical facilities conducive to study

2. How do you plan to overcome the difficulties?

   Further conferences with Welfare Administrators regarding stipends.
   A brochure is being prepared for wide-spread distribution among business, labor and community leaders.

3. What kinds of assistance do you need most?

   Clerical assistance; uniform curriculum; remedial reading help; more diversified and flexible curricula for adaptation to individual differences of STEP students.

H. GENERAL

1. What project activities have been least difficult to implement?

Field Trips
Use of Audio-visual materials
Presenting speakers

2. What project activities have been regarded as most worth-while by non-project personnel in the district?

Projects considered worthwhile by non-project personnel were the Field Trips.

3. What project activities have been considered most helpful by participating pupils? by parents?

a. High school visitations; competition for jobs; films; filmstrips especially , How To Study; field trips and work experience.
b. Gaining of work experience; vocational guidance developing a goal; better ability to meet people; exphasis on study.

NOTE: Items evaluated on the Parent Evaluation Form.

5. What special approaches or techniques, if any, have been developed for establishing effective cooperation among staff members in assisting STEP students?

Administrators explained the program to the various faculties when each unit was introduced. A key factor in the success of the program was the acceptance and support given by the principal of the school. Special talks were given by the co-ordinators to the faculty. Individual conferences with each teacher were held frequently. General information about the students ability and needs was given to promote a better understanding of the students involved in STEP. Monthly Pupil Check Cards were circulated and conferences arranged. In addition, every effort was made in the Program to promote the necessary cooperation of the pupils in their classes. Teachers were kept informed of any activities which involved any of their students. The cooperation of the faculties in each school was excellent.

6. With what other districts, if any, have your project representatives been in touch for purposes of project demonstration, observation, or the exchange of information? Give details. (indicate districts that have visited your project and districts your personnel have visited.)

Committees from Niagara Falls and Clarence school districts conferred with Dr. Gitin regarding the STEP program in terms of introducing similar units in their respective districts. Inquiries were also made by the Tonawanda School districts, Greece, New York and Hamilton, Ontario.

I. FOLLOW-UP OF 1961-62 STUDENTS

Since the inception of STEP, districts have been advised of our intention to examine the status of students one year following their association with the project. Accordingly, please complete the table for the 1961-62 active (STEP) group and their control group.

FOLLOW-UP OF 1961-62 STUDENTS

	UNIT II		UNIT III		UNIT IV		TOTAL	
	ACTIVE	CONTROL	ACTIVE	CONTROL	ACTIVE	CONTROL	ACTIVE	CONTROL
1. Total number of pupils ever in group in 1961-62	15	15	16	16	18	15	49	46
2. Number now in district normal school program	11	10	7	11	14	11	32	32
a. making satisfactory progress (behavior and academic)	9	7	5	5	13	8	27	20
b. making unsatisfactory progress (behavior and academic)	2	3	1	6	1	3	4	12
c. quality of progress unknown	0	0	0	0	0	0	0	0
3. Number now in school in other districts	0	0	0	0	0	1	0	1
4. Number out-of-school	4	5	9	2	4	3	17	10
a. employed	3	0	7	1	3	2	13	3
b. unemployed	1	3	0	1	1	1	2	5
c. employment status unknown	0	0	0	0	0	0	0	0
d. married	0	0	0	1	0	0	0	1
5. Other (give details at end of report)	0	2*	3*	3**	0	0	3	5
6. No information	0	0	0	0	0	0	0	0

NOTE: * Correctional Institution Unit II

* Active 2 in correctional institution
1 in STEP for 2nd year

** Control 2 presently in STEP Unit III
1 on Federal probation

Unit III - Control - b & d same student

J. EXPENDITURES

1.	Total amount of funds spent for project	$ 57,840.58
2.	Total amount of funds requested for reimbursement	28,920.29
3.	Total amount of local funds spent for project	28,920.29
4.	Average per pupil cost for project:	
	total project costs ("1" above) divided by number of pupils	732.16

N.B. Attach to the report any other data or materials that you feel are necessary to permit a complete review of your project.

The data contained in these descriptive reports have been incorporated in the District Progress Report for Buffalo under the various items in your form.

A summary report of the individual STEP Student was submitted by the teacher-coordinator. See Appendix M

S U M M A R Y

STEP has demonstrated during the two years of its existence that it is possible to salvage the potential school drop-out by offering a challenging educational program. It recognized the necessity to tailor the academic work to meet the needs of the individual pupil; to provide valuable job experience with pay, under supervision; to orient the pupils to the world of work and to guide them in the development of attitudes and habits essential to success in school and on the job. The full-time coordinator utilized every resource in the school, the home and the community to assist the pupil to develop a greater sense of purpose and direction with regard to school and work.

In the future, it is planned to augment the program to enable more students to participate in STEP. A continuing effort will be made to expand work experience opportunities in private employment.

APPENDIX A

BOARD OF EDUCATION
BUFFALO, NEW YORK

School To Employment Program

Prediction of Early School Leavers

1. Name (Print) _____
Last First Middle Initial

2. Age _____ Date of Birth _____
Month Day Year

3. School _____

4. Date _____

5. Grade _____ Certificate ( ) Diploma ( )

6. Name the other schools you have attended up to 7th Grade.

7. My parents: (Check one)

_____ (a) Will probably insist that I finish high school
_____ (b) Will let me decide
_____ (c) Want me to leave school at the age of 16
_____ (d) Other (please mention

8. Which of the following best describes how you feel about school? (Check one)

_____ (a) very well satisfied
_____ (b) satisfied
_____ (c) about half & half
_____ (d) dissatisfied
_____ (e) very much dissatisfied

9. As far as you can see now, do you plan to graduate from high school? (Check one)

_____ (a) Yes
_____ (b) Not sure
_____ (c) No

10. STEP Orientation

_____ (a) Interested
_____ (b) Not interested
_____ (c) Need more information

(this is a standard form used by all STEP Units)

APPENDIX B

BOARD OF EDUCATION
BUFFALO, NEW YORK

School To Employment Program

Name _____ Roll Call _____

Check List for Selection

Broken Home _____

Excessive Absence _____

Truancy _____

Financial Need _____

Under Agency Care _____

School Transfers _____

Frequent Change of Address _____

Home Problems _____

Subject Failures _____

Reading Retardation _____

Arithmetic Retardation _____

Dislike of School _____

Inappropriate Goal _____

Not working to capacity _____

APPENDIX C

Orientation Content

I. Orientation

A. Specific instruction on aims and objectives of S.T.E.P.
B. Development of readiness to participate in this program.
C. Definition of policies, procedures and agreements.
D. Overview of program.

II. Personal Inventory

A. Personality standards
B. Awareness of ethical and moral standards
C. Psychology of learning.
D. Inter-personal relationships.
E. Interests, aptitudes and abilities
F. Community responsibilities

III. Academic Relationships

A. How to study.
B. Remedial reading.
C. Value of common sense.
D. Oral expression (tape recorder).
E. Academic goals.

IV. Career Planning

A. Exploration of vocational fields.
B. Determination of individual's vocational aptitude.
C. Educational and occupational plans.

V. On the Job Training

A. Techniques of job procurement.
B. Formula for job success.
C. Supervisor - employee relationship.
D. Value of team work on the job.

TOPICS COVERED BY THE TEACHER-COORDINATOR IN THE GROUP SESSIONS

I. ORIENTATION

1. Orientation
2. Pupil Agreement (signed and reviewed)
3. Parent Agreement
4. Pupil Evaluation (teacher)
5. Why We Work - Group Guidance

II. PERSONAL INVENTORY

*1. Know Yourself - Autobiography
2. Understanding Yourself - Problem Check List
3. Behavior and Proper Dress at School and Work
4. Interests (a) Expressed (b) Measured
5. Kuder Preference - Interest Inventory
6. Kuder Profile
7. Academic Responsibilities - Pupil Check Cards
8. Students Written Monthly Report on "STEP"
9. The Magic Word - Record
10. Greener Pastures - Record
11. A Worthy Destination - Record
12. Miracle of Your Mind - Record
13. Seed For Achievement - Record
14. Look at Yourself - Booklet
15. Who - Me? - Booklet
16. A Boy and His Physique - Booklet
17. How Am I Doing - Questionnaire
*18. Questions Boys Ask - Book
19. Self - Confidence - Group Guidance
20. Banishing Fear and Worry - Group Guidance
21. Our Sense of Humor - Group Guidance
*22. Self - Control - Group Guidance
23. How We Express Ourselves - Group Guidance
24. Relationship Between Health and Grooming
25. Proper Diet and Relationship to Job Success
26. How To Win Friends
27. How To Be Class Secretary and Class Hostess
28. How To Get Along With Your Family
*29. How To Get Along With People
*30. What Am I Made Of
*31. Where Am I Going
*32. How Am I Going To Get There
*33. How To Change Your Attitude
*34. Personality Adjustment
*35. Personal Appearance
36. Appreciation: Parents etc.
37. Obligations: Parents etc.
*38. Reputation: What is it - How do we protect it?
39. Importance of Sound Moral Principles
40. How To Put Personality In Your Voice
*41. Harmful Effects of Tobacco
*42. Harmful Effects of Alcohol
*43. Habits and How They Effect Our Lives

* (Asterisk denotes items of particular usefulness).

TOPICS COVERED BY THE TEACHER-COORDINATOR IN THE GROUP SESSIONS

III. ACADEMIC RELATIONSHIPS

1. Permanent Record Card:
   a) Marks b) Attendance c) Conduct
2. How to Study
3. Setting Up A Study Schedule - Time Study Chart
4. Interpretation of Profile
*5. A timed Test In Following Directions
*6. Library Instruction
7. The Citizen of Tomorrow - Group Guidance
8. Instruction on the Newspaper
9. Sources of Help - Group Guidance
10. Meeting New Demands
11. Problem Solving Techniques
12. How To Attack New Words
*13. How To Study - S.Q. 3R's (Survey Question - read, re-read, review
14. How To Read Maps
15. How To Listen
16. How To Prepare A Report
*17. Law-Abiding Citizenship
18. How To Achieve Success In School
19. Voting Procedures - City and State Referendums
20. Court Procedures
21. Student Government
22. Analysis of the People Who Will Help Us Achieve Success
23. Study of the People Who Will Hinder Success
24. Materials and Institutions Which Are Used by Successful People
25. Comparison of a Good Student vs Poor Student
26. Rules of Spelling
*27. Memory Development
28. How To Detect False Leadership
29. Public Speaking
*30. Creative Thinking - Brainstorming
31. Vocabulary Development
*32. Written and Unwritten Law Governing Our Conduct
33. How To Improve Your Diction
34. Current Newspaper Events

IV. CAREER PLANNING

1. Are You Looking Into Your Future - Pamphlet
*2. Occupational Exploration Kit
*3. Occupational Exploration Kit Worksheets
4. Field Trip Information Sheet
5. School or What Else - Pamphlet
6. How To Survey A Career Field - tape and filmstrip
7. Letter of Request for Free Occupational Information
8. Look At Your Future - Pamphlet
*9. High School Ahead - Booklet
10. High School Ahead - Slides and Tapes
    Vocational I - Academic II
11. Job Guide for Young Workers - Booklet
12. Vocational High School Registration Procedure
13. A Careful Vocational Choice - Group Guidance
*14. Establishment of A Goal

TOPICS COVERED BY THE TEACHER-COORDINATOR IN THE GROUP SESSIONS

V. ON THE JOB TRAINING

*1. Job Interview Procedures - Role Playing
2. Time Cards
3. Working Paper Procedures
4. Social Security Cards
5. Report of Student on Interview Results (Oral)
6. Employers Training Report on STEP Students
7. Employee's Withholding Exemption Certificate
*8. Characteristics Which Tend To Make A Person Unemployable
9. Accident Forms To Employers - Compensation
10. How To Work
*11. Bank Accounts - Budgeting
*12. Student Study of Work Application Blanks
13. Work and You - Pamphlet
14. Income Tax
15. How To Conduct An Interview
16. Punctuality and Attendance
17. Loyalty to the Employer
18. Automation
19. Study of Characteristics That Lead Toward Success
*20. How To Pick the Job That is Best For Me

FILMSTRIP TOPICS

1. Managing Your Money
2. Earning Your Money
3. Spending Your Money
4. As Others See You
5. Getting Acquainted
6. Which College For Me
7. What Do You Like To Do
8. How To Survey A Career
9. All Kinds of Careers
10. What Are Job Families
11. Let's Look at Careers
12. How To Make A Career Decision
13. How To Get A Job and Keep It
14. Jobs For High School Graduates
15. To Smoke or Not To Smoke
16. How To Study Series
    1. Study Headquarters
    2. Getting Down To Work
    3. Using A Textbook
    4. Taking Notes In Class
    5. Giving A Book Report
    6. Writing A Research Paper
    7. Reviewing
17. Making The Most of School
18. Minding Your Manners
19. Your Earning Power
20. Social Courtesy
21. Drop-Out

FILMSTRIP TOPICS (Continued)

24. You and Your Work
25. You and Your Parents
26. How To Develop Interests
27. By Jupiter
28. High School Is Your Challenge
29. Planning For Success
30. Fred Meets A Bank
31. U. S. Naval Academy
32. Appreciation of Your Parents
33. When I'm Old Enough - Goodbye
34. Careers In The Building Trades
35. How To Investigate Vocations
36. Developing Your Character
37. Driving At Night
38. Good Grooming and Body Care
39. Good Sportsmanship
40. Traits of Courtesy
41. Physical Fitness (Aetna Insurance Co.)
42. Work of the State Trooper
43. Office Courtesy
44. Personal Health For Girls
45. Duties of a Secretary
46. Your Thrift Habits
47. Listen Well - Learn Well
48. Are You A Good Citizen
49. Developing Self-Reliance
50. Selling Yourself To An Employer
51. Your School Record Is important
52. Nature of a Job

TOPICS - MISCELLANEOUS

The Turner-Livingston Reading Series

1. The Person You Are
2. The Money You Spend
3. The Family You Belong To
4. The Job You Get
5. The Friends You Make
6. The Town You Live In

NOTE: Each book covers an important unit of work for English, social studies, citizenship and mathematics program in junior and senior high school.

S.R.A. Booklet Related to Problem Areas

Group Counseling

a. Goals - limits
b. Role of Counselor
c. Tape Recorder

-Library Instruction

-High School Visitations

-Field Trips

-Sessions on Subject Matter (Tutoring)

-Guest Speakers

-Testing

-Educational T.V.

Private Employment

a) Use of suggestions for developing a Job-Seeking Unit

Lead the Field - Records by Earl Nyhingalo

1) The Magic Word
2) Greener Pastures
3) A Worthy Destination
4) Miracle of Your Mind
5) Destiny In the Balance
6) Seed for Achievement
7) It's Easier To Win
8) How Much Are You Worth
9) Let's Talk About Money
10) One Thing You Can't Hide
11) Today's Greatest Adventure
12) Man On the White House

-Occupational Topics from Northeastern University

-Occupational Outlook Report Series

-Occupations Course - Guide for Teachers of Occupations Grade 7 and Grade 8

-Use of School Facilities and Resources e.g. Beauty Culture, Foods, Nursing, etc.

Films and Film Strips

Popular Science Filmstrips
Managing Your Money Series
Test - Film Department
McGraw - Hill Book Company

1. Earning Your Money
2. Spending Your Money
3. Paying Your Bills
4. Making Money Work For You
5. Borrowing Money
6. Buying Insurance

Learning to Study Filmstrips

1.	Study Headquarters	#5210
2.	Getting Down to Work	#5213
3.	Using A Textbook	#5214
4.	Taking Notes in Class	#5216
5.	Giving A Book Report	#5218
6.	Writing A Research Paper	#5221
7.	Reviewing	#5223

Filmstrips on Occupational Information

S.V.E.

Exploring the World of Work, Part I
" " " " " , Part II
" " " " " , Part III

Coronet Films

How Honest Are You?
Am I Trustworthy?
How To Keep A Job
Improve Your Personality
Personal Qualities For Job Success
Choosing Your Occupation
How To Investigate Vocations
How To Be Well-Groomed

Encyclopaedia Britannica Films

Planning Your Career
Getting A Job
Office Etiquette
Office Teamwork

APPENDIX E

BOARD OF EDUCATION
BUFFALO, NEW YORK

School To Employment Program

EMPLOYMENT CHECK SHEET

Company Name _____

Type of Business _____

Company Official _____

Location _____

Supervisor _____ Phone No. _____

Hours of Employment _____

Days _____ Weeks _____

Salary _____

Is this position covered by Compensation? YES ____ NO ____

Is there any feature of this work which might be dangerous to the health or welfare of the worker? YES ____ NO ____

If Yes, Explain _____

_____

_____

What tools or machines are involved in the students work?

_____

_____

Are there any dues or fees to be paid by the student worker?

_____

Will the supervisor train as much as possible and at the same time impress upon the pupil the importance of a High School education? YES ____ NO ____

DATE _____ PUPIL PLACED _____

Signature _____

BOARD OF EDUCATION
BUFFALO, NEW YORK

APPENDIX F

School To Employment Program

PUPIL EVALUATION BY EMPLOYER

Name (pupil) _____ Date _____

Work Station _____ Name (supervisor) _____

Job Title _____

Please check the following. Your certification of the on the job success of this pupil is necessary for him to obtain school credit.

	E.	V.G.	A.	B.A.	P.
Attitude					
Quality of Work					
Quantity of work					
Ability to follow rules					
Attendance					
Punctuality					
Trustworthiness					
Respect for authority					

If there were an opening, and it were up to you, would you hire this pupil as a regular worker?

YES ____ NO ____

If no, Why? _____

_____

_____

_____

_____

E. Excellent
V.G. Very Good
A. Average
B.A. Below Average
P. Poor

APPENDIX G

BOARD OF EDUCATION
BUFFALO, NEW YORK

School To Employment Program

Field Trip Information Sheet

Place visited _____

Date of trip _____ Name of Guide _____

Total number of employees _____ Men _____ Women _____

Number in factory _____ Number of Supervisors _____

Number in office _____ Number in sales _____

1. What kind of products are manufactured in the factory? _____

_____

2. What kind of skilled labor are required by this plant? _____

_____

3. Are employees represented by a union? YES ____ NO ____

If yes, name of union _____

4. Describe in detail one job that you saw in operation during this field trip? _____

_____

_____

5. Did you find this trip of value in learning about one in industry? Why or why not?

_____

_____

_____

6. Make a list of the jobs observed and their educational requirements.

_____

_____

_____

BUFFALO PUBLIC SCHOOLS
BUFFALO, NEW YORK

APPENDIX H

SCHOOL TO EMPLOYMENT PROGRAM

PARENT AGREEMENT

This school program has as its objective the development of interest, attitudes, habits and skills which will equip young men and women for obtaining a real goal in life.

Participants in this program are students who are mentally and physically capable of High School graduation but who, because of a lack of interest and incentive, are likely to drop out of school before they reach that objective.

Pupils can profit by this program in one of three ways:

1. Interest in school work may be generated to a point where they wish to re-enroll in their regular school course.

2. Secure a high school diploma through participation in the S.T.E.P. Program.

3. Receive training which will assist them to succeed in work of their choice.

Program Procedure:

A. Students will devote half of their school day to academic studies at _____ High School. They will attend regular classes and secure regular school credit.

B. Special part-time work will be given them for the second half of the day. For this, they will receive both school credit and remuneration.

C. A teacher-coordinator will be advising and assisting them at all times.

I UNDERSTAND THE PROGRAM AS IT IS RELATED TO MY (SON) (DAUGHTER) AND I GIVE MY PERMISSION FOR HIM TO PARTICIPATE IN IT.

Date: _____ (Signature) _____

BOARD OF EDUCATION
BUFFALO, NEW YORK

APPENDIX I

School To Employment Program

Dear Parent:

Cooperation between parents and the school is an essential factor in a students academic success.

Proper guidance performed by both the school and the parents can be of great benefit to the student in his selection of a life's career.

Tuesday, March 26, 1963 at 8:00 P.M. in Lafayette High School, 370 Lafayette Avenue, parents in the School To Employment Program will be given Guidance instruction through a lecture, "HOW TO HELP YOUR CHILD TOWARD A SUCCESSFUL CAREER", given by S.T.E.P. Coordinator, E. J. Eagan, PH. D.

We know that you, like all parents are willing to do much to help insure your child's future. May we therefore expect to greet you on the 26th of March.

Sincerely yours,

STEP Coordinator

APPENDIX J

BOARD OF EDUCATION
BUFFALO, NEW YORK

School To Employment Program

LETTER TO PARENT

Mr. & Mrs. _____

_____ _____ is a member of the School To Employment Program. Will you please explain on the reverse side how you feel the program has benefited _____.

If you think that the program has not been of benefit, please give your correct opinions.

Please sign your name and enclose your reply in the envelope and have _____ return this material to me.

Very truly yours,

STEP Coordinator

BOARD OF EDUCATION
BUFFALO, NEW YORK

APPENDIX K

School To Employment Program

PARENT'S EVALUATION

A parent's judgment of an educational program in which his child is participating is extremely important in determining its real value.

Will you as a parent of a student in the "School To Employment Program," evaluate the program as far as your child is concerned by checking the following:

Has this program helped your child? YES____ NO____

If yes, to what extent. A great deal____ A Little ____

If no, please tell why you think this is so. _____

_____

_____

Has his attitude towards school improved? YES____ NO____

Does he spend more time studying? YES____ NO____

Has his personality improved? YES____ NO____

Has his attitude towards his home life improved? YES____ NO____

Has he now a vocational goal? YES____ NO____

If yes, what is it? _____

_____

Is he now more careful in the selection of his friends? YES____ NO____

Has his appearance improved? YES____ NO____

Has his value of money improved? YES____ NO____

Does he talk more about what he is going to do in the future? YES____ NO____

Has his outlook on life improved? YES____ NO____

1962 - 1963

APPENDIX L

F. A.

C O M P A R I S O N S

	UNIT I	UNIT II	UNIT III	UNIT IV
Academic Success (% of subjects passed)				
Active	86.6%	71.1%	66.6%	72.9%
Control	73.8%	38%	54.5%	36.5%

A T T E N D A N C E

	UNIT I	UNIT II	UNIT III	UNIT IV
Active	94.1%	95%	95.8%	95.2%
Control	87.8%	88%	94.3%	82.5%

BOARD OF EDUCATION

BUFFALO, NEW YORK

SUMMARY REPORT OF INDIVIDUAL STEP STUDENT

Name _____ School _____

Date _____ Teacher-Coordinator _____

The opinions and judgments of the teacher-coordinator, the classroom teachers, the principal, other professional staff, the work supervisor, and the parents should be utilized in assessing student progress. Primary emphasis must necessarily be based on the professional judgment of the staff with reference to changes in motivation, attitudes, interest, skills and other factors related to educational and vocational goals.

It is suggested that the teacher-coordinator consider the following major headings as a guide in preparing this descriptive report.

1. BASIS FOR SELECTION
2. FAMILY BACKGROUND
3. PUPIL PROGRESS IN SCHOOL
4. PUPIL PROGRESS IN WORK-EXPERIENCE
5. PROGNOSIS